

CHAPTER II

THEORITICAL REVIEW

A. Definition of Writing

1. Writing

There are several definitions of writing stated by some experts. According to Harmer (2001, p. 31) “writing encourages students to focus on accurate language use. When the students write, the writing process provokes language development as the students resolve problems which the writing pushes into their minds. The students can go through what the students know in their minds, and even consult dictionaries, grammar books or other reference material to help them”. Hyland (2003, p. 20) states that “the important reason for teaching writing for the students is because writing helps students to learn”.

Writing is the art of putting proper words in proper places (Barkel, 1981, p. 13). It means anything that is written, such as letter, document, manuscript or transcription (Walter, p. 944). Writing is a short piece of written work done at school or college (Larsen-Freeman, 1986, p. 14).

The word writing comes from “to write” that means to do activities of writing to expound ideas. Writing means reduce or show the graphic symbols, which describe a language that understood by someone, until the people are able to write that graphic symbol if they understand those language and graphic (Giles and Jean, 1967, p. 1).

According to Aluwadiya, writing is basically a process of communicating something on paper. Moreover, writing is one of the language skills. Skill means the ability to do something well. (Hornby, 1995, p. 1109).

Writing is an important skill in English language learning. Writing is one of the writing skill that should be mastered in learning English. Writing skill is useful for human to make good and smooth communication. By writing, a writer can tell the message and information to readers.

Writing is an English skill which needs an effort and much practice in composing, developing and analyzing ideas (Myles, 2002, p. 12). Besides, Brown (2001, p. 335) also mentioned that “written products as the result of thinking, drafting, and revising, procedures, specialized is required in written language and that not every speaker develops naturally”.

Writing is not easy for many people. Writing is considered to be a difficult and complicated skill. It is because there are some elements that must be concerned to make a good and meaningful writing ; (1) Content, the writing is knowledge, substantive, and relevant to assigned topic. (2) Organization, the writing contains about fluent expression, the idea clearly stated/supported, well organized and cohesive. It also shows a clear relationship between the main idea and supporting sentence. (3) Vocabulary, the writing consists of effective words, the words from mastery and appropriate register. (4) Language use, the choice of

structures and lexical items gives a particular tone or flavor to the writing.

(5) Mechanics, the use of the graphics convention of the language, it includes the use of capitalization, spelling and punctuation (Jacob, 1981, p. 90).

Based on the statement above it can be concluded that writing is the act that we can use to express the idea, feeling and facts in written. It needs the teacher who is able to motivate the students to develop their writing. In writing the aspects include, content, organization, vocabulary, language use and mechanics. These aspects are important to master in order to be able product writing.

2. Purpose of Writing

Writing is a result of mind which creates meaning. It shows that writing has some purpose. Thomas Cooley in Norton Guide to Writing (1992, p. 5) stated the purpose of writing. They are as follows (1) to convey information and asks question about the world, (2) to make judgements and urge other people to follow them, (3) to construct imaginary worlds of words, and (4) to give vent to inner thoughts and feelings.

Meanwhile according to Majorite Farmer (1985, p. 13) describes the purpose of writing as follows (1) to clarify a thought, a feeling, an impression or an experience for a reader, (2) to provide information for readers, (3) to persuade readers to accept an idea, and (4) to create a piece of imaginative literature that a reader might enjoy. Based on the theory

above, in general people write because they are required to or because they choose to write for their own reason. When a person writes something, he or she has purposes for writing. The writer may have motivations of which he or she is unaware. We know that there are many purposes of writing. It can be as a tool of communication to convey message to the other, it can be as literary work to express their ideas or their feelings, and to persuade the readers.

3. Component of Writing

In writing, there are three components they are : a) Grammatical skill; ability to remember schoolbook grammar rules and have a basic degree of grammatical skill ; b) Compositional skill; ability to organize words to produce an effect; c) Domain knowledge; ability to have all knowledge in writing, such as structure, compositional skill.

The examine will be required to write, for example a paragraph or sentences of a specified number of a lines or words describing what is happening in the picture. Several elements of writing can be effectively tested, the principal ones being the choice of vocabulary, the accuracy of grammatical structure, the amount of information produced, and the logical sequence in which sequence of the actions are described.

There are components of writing they are: a) Spelling and punctuation; b) grammar; c) vocabulary d) number of logical ideas produces; e) organization of material. (Herlina Yuni Astuti, 2011, p. 11)

Based on the statement above it can be concluded that component of writing is important because the components are Spelling, punctuation, grammar, vocabulary, and number of logical ideas produces. So that, our writing is good we should pay attention to the components of writing.

4. Writing Process

Writing process is the stage a writer goes through in order to produce something and it is final written form. This process may, of course, be affected by the content (subject matter) of the writing. The type of writing (personal writing, public writing, creative writing, social writing, study writing, or institutional writing), and the medium is written in (pen and paper, computer files, etc). Harmer (2004, p. 31-33) stated that the process has main four elements.

a) Planning

Planning is also called as pre-writing. At first stage in the writing process, planning is a series of strategies designed to find and produce information in writing. In this step, learners are expected to be able to formulate the purpose of their writing and then organize the message. Selecting something to write about is very much needed because most of students often spend more time in this step.

b) Drafting

Drafting is used to know whether the ideas which have been discovered during planning can be shaped into a successful piece of writing.

It will enable the students to experiment the possible arrangement of one subject.

In this stage, the students will know what they want to say; just get it down on paper. They do not need worry about style, elegance, mechanics or anything else having to do with the result look. They just get it recorded. There will be plenty of time later for revising and polishing this rough draft. The point is now to give them raw material that they can shape and sharpen.

c) Revising

This is another step in writing process. Revision is procedure for improving or correcting a work in progress. Revision is not just about rearranging words; it is about rethinking whole argument, and making sure the students are really saying what they want to say. It is a meticulous process of examining their work paragraph by paragraph, sentence by sentence, and even word by word. It starts with reading what they have written. If they are lucky enough to have somebody else offer to read their draft, take them up on the offer, and make sure the reader knows that they want serious, honest reaction to their argument and how it unfolds. Revision can be done in two ways: global revision – a complete reaction of the world of the writing, and local revision – a concerted effort to perfect the smaller elements in a piece of writing the students have already created (McCrimmon 1984).

d) Final Version

It is the last stage of the writing process. Writers should revise their draft, making the changes they consider to be necessary then the text is ready to send to its intended audience. In the simplest form, a process of writing asks writer to consider the whole of procedure of putting together a good piece of work.

Based on the theory above it can be concluded that process in writing is important for writer, so that their writing is ready to send to audience. In writing process the writer should use four stages they are : planning, drafting, revising, and final version.

B. Definition of Paraphrasing

1. Paraphrasing

Paraphrasing means changing the wording of a text so that it is significantly different from the original source, without changing the meaning. Effective paraphrasing is a key academic skill needed to avoid the risk of plagiarism: it demonstrates your understanding of a source. (Bailey, 2011, p. 50).

Paraphrasing is a writing skill in which you “rephrase” (rewrite) information from an outside source in your own words without changing its meaning (Alice, O. & Ann Hogue, 2000). Paraphrasing is rewriting a text for the purpose of including it in your own writing can be done in several ways (Jordan, 2013, p. 93).

Alred, Brusaw, and Oliu, (2009, p. 372) define paraphrasing as “restating or rewriting in your own words the essential ideas of another writer.” In other words, to paraphrase the information from the text, it is very important for the readers to include the important information by the use of their own words. However, according to Bailey (2006), it is forbidden for the readers who want to paraphrase the text to change or to alter the essential meaning of the information. In conclusion, it is allowed for somebody who paraphrases the text to clarify the ideas in different words without changing the essential meaning of the text.

2. Techniques for Paraphrasing

Bailey (2011) explains the techniques of paraphrasing:

a. Changing vocabulary by using synonyms:

Argues > claims/ eighteenth century > 1700s/ wages > labour costs/
economise > saving

NB. Do not attempt to paraphrase every word, since some have no true synonym, e.g. demand, economy, energy

b. Changing word class:

Explanation (n.) > explain (v.) / mechanical (adj.) > mechanist (v.) /
profitable (adj.) > profitability (n.)

c. Changing word order:

. . . the best explanation for the British location of the industrial
revolution is found by studying demand factors.

> A focus on demand may help explain the UK origin of the industrial revolution.

3. Kinds of Paraphrasing

According to Jackie Pieterick (2008), The University of Wolverhampton, paraphrasing is divided into three groups: changing structure and grammar paraphrase (syntactic paraphrase), changing word paraphrase (semantic paraphrase) and changing structure (organization) of ideas.

a. Changing Structure and Grammar

You can make a paraphrase by changing the word order of the sentence or the passage by starting at a different place: in the middle or from the end of the original.

Original: “Australia is the world’s smallest continent, but it is one of the most fascinating.” (Adam, 2006, p. 33).

Paraphrase: *One of the most fascinating, Australia is also the world’s smallest continent.*

Moreover, you can change grammar and syntax from active into passive or negative to positive and vice versa. Besides, you might also break up long sentences, combine short ones, expand phrases for clarity, or shorten them for conciseness.

b. Changing Word

1. Changing Word Order

One way you can change a sentence for paraphrasing is to change the word order.

Original: “Because I slept too late, I missed my first class.”

Paraphrase: *I missed my first class because I slept too late.*

It is sometimes necessary to change the wording of the parts of the sentences.

Original: “Terry wanted more books, but he couldn’t afford them.”

Paraphrase: *Terry couldn’t afford more books, even though he wanted them.*

2. Changing Parts of Speech

You can also change parts of speech. If the sentence uses a noun, you can rewrite the sentence to use the verb or adjective form of the word, for example:

Original: “Fifty-four men signed the Declaration of Independence.”

Paraphrase: *Fifty-four men put their signatures on the Declaration of Independence.*

3. Changing Structure of Ideas

Original: “Statements that seem complimentary can go in one context may be inappropriate in another. For example, women in business are usually uncomfortable if male colleagues or superiors compliment them on their appearance: the comments suggest that the women are being treated

as visual decoration rather than as contributing workers.” (Richard, Jack. 2001, p. 323)

Paraphrase: *Women may feel uneasy upon receiving ordinarily positive comments on their appearance from male coworkers or supervisors. To these women, the remarks carry an implied meaning: instead of being thought of as productive employees, they are actually being viewed as just a pretty part of the atmosphere. Depending on the situation, words or expressions which appear favorable may actually be unsuitable in a conversation.*

4. Strategies to Create a Good Paraphrase

In teaching reading and writing, paraphrasing plays an important role as the teaching strategy. According to Schumaker, Denton, and Deshler (1984), paraphrasing is able to be used as the teaching strategy. Importantly, paraphrasing plays an important role in enhancing students' reading comprehension skill. This is because the students are allowed to demonstrate their own analysis and argument by using paraphrasing strategy (Clark, 2012).

Correspondently, paraphrasing strategy is very important in increasing students' writing skill since according to Pears and Shields (1998, p. 16), “Paraphrasing strategy has the added benefit of fitting more neatly into students' style of writing and allows them to demonstrate that they really do understand what the author is saying”. It means

paraphrasing is considered as an appropriate strategy to increase students' reading comprehension and writing achievement.

Bailey (2006) also describes the guidelines for paraphrasing which consist of changing vocabulary, changing word class, and changing word order. Before the steps of paraphrasing are practiced, it is better for the teachers to explain the meaning of paraphrasing to the students and to discuss the examples of the paraphrases (Schumaker et al, 1984). Furthermore, Schumaker et al (1984) states that the teacher should model and demonstrate the paraphrasing strategy so the students can witness all the processes involved. Furthermore, in the last instruction there should be feedback given by the teachers to the result of students' work.

To paraphrase effectively, follow these suggestions: Include all important ideas mentioned in the original passage but not in the same order, keep the length approximately the same as the original, do not stress any single point more than another, do not change the meaning by adding your own thoughts or views, and do not use the original sentence structure.

According to Oshima and Hogue (1983), there are four steps to write a good paraphrase:

STEP 1: Read the original passage several times until you understand it fully. Look up unfamiliar words, and find synonyms for them. If you need to take notes, write down only one or two words for each idea - not complete sentences.

STEP 2: Write your paraphrase from memory. Include as much of the information as you remember. Do not look at the original while you are writing.

STEP 3: Check your paraphrase against the original for accuracy and completeness. If necessary, add points you have missed.

STEP 4: Name the source of the original passage in parentheses at the end of your paraphrase.

5. Reasons for Paraphrasing

a. Differences between Quoting, Paraphrasing and Summarizing

As opposed to quotations, which should be used sparingly, paraphrases and summaries will be used frequently in your academic writing to support your ideas. A paraphrase is a writing skill in which you “rephrase” (rewrite) information from an outside source in your own words without changing its meaning. Because you include in your rewriting all, or nearly all, of the content of the original passage, a paraphrase is almost as long. A summary, by contrast, is much shorter than the original. A summary includes only the main ideas of someone else’s writing, restated in your own words. In summarizing and paraphrasing, however, you must not change the meaning of the original.

b. Reasons for Paraphrasing

Paraphrasing is a valuable skill for a number of reasons. Firstly, it is better than quoting information from an undistinguished passage. Secondly, it helps you control the temptation to quote too much. Thirdly,

the mental process required for successful paraphrasing helps you to grasp the full meaning of the original. Fourthly, paraphrasing is thought to be a valuable skill in comparison with the other two ways of incorporating other writers' work or speech into your own because paraphrase focuses on the ideas, not the writers' style: when you paraphrase, it means you restate others' ideas, meaning and information in your own words. In these cases, you will use the ideas to support your writing or speech and it is necessary to apply paraphrase theory. You could rewrite the original text in another way or style by changing the words, the sentence structure or the order of ideas to help your readers or listeners understand the original more easily.

6. Original Text and Plagiarism

a. Plagiarism and Types of Plagiarism

Plagiarism is the act of appropriating the ideas, writings, or inventions of another without due acknowledgement; specifically, the stealing of passages, either word-for-word or in substance, from the writings of another and publishing them as one's own. In academic writing, this is the same as cheating on an exam.

According to Hamp-Lyons & Courter (1984, p. 161-166), there are four types of plagiarism:

1. Outright Copying

Outright copying (Word-for-word plagiarism) is when a student uses exactly the same words as the original author without using quotation marks or saying where the words are from.

2. Paraphrase Plagiarism

Paraphrase plagiarism is changing some of the words and grammar but leaving most of the original text the same.

3. Patchwork Plagiarism

Patchwork plagiarism is when parts of the original author's words are used and connected together in a different way.

4. Stealing an Apt Term

Stealing an apt term is when a short phrase from the original text has been used in the students work.

b. Avoiding Plagiarism

When paraphrasing, it is important to avoid plagiarizing: that is, writing a paraphrase that is too similar to the original. A paraphrase is unacceptable when it contains the same vocabulary and sentence structure as the original. You need to acknowledge the source of an idea unless it is common knowledge. It may be difficult to decide exactly what is common knowledge within your subject, but if your textbooks or your lecturer, (either in lectures or handouts), do not acknowledge the source, you can assume that it is common knowledge within your subject.

1. Take notes in your own words. A good strategy is: read, put away your books and think, and then write your notes.
2. Acknowledge quotations, even in your own notes. This will help you avoid accidental plagiarism when you copy from your own notes, not realising the words were copied from a textbook.
3. If you use ideas of other people, be explicit about it. That is to say, cite the relevant author at the relevant point in your writing. It is then not possible for anyone to accuse you of cheating or stealing someone else's work. It will also indicate that you know the background.

7. Problems in Paraphrasing

a. Changing Words

According to the article provided by Higher Score, Canada's number one test preparation center, using different vocabulary with the same meaning is the first method most students try to use, but actually it can be difficult to use. The reason is that although English has many synonyms such as 'large' or 'big', it is unusual for these words to have exactly the same meaning. So, if you try to use a lot of synonyms when you paraphrase, you might produce sentences that are not natural English. Unnatural sentences are likely to reduce your score more than small mistakes because the reader may not understand what you are trying to say.

Original: "It can be difficult to choose a suitable place to study English."

Paraphrase:

1. It is often a challenge to pick up (x) a relevant (x) school to learn English.

2. It is sometimes hard to select an appropriate place to learn English.

For non-native speakers, these three sentences might look like they have the same meaning. For native speakers, however, sentence 1 is unnatural. The first problem is "pick up". This expression does NOT have the same meaning as "choose", so this part of the paraphrased sentence is actually wrong. The second problem is the word "relevant". In some cases, "relevant" and "suitable" are good synonyms but in this example they are not.

In conclusion, choose your words carefully when you write. Develop the habit of selecting words that are precise and appropriate for your purpose.

b. Changing Word Order

Changing the Order of Words is the second method most students try to use. Changing the word order of a phrase or sentence is usually safer than using synonyms because the words are the same, so the meaning must be the same. However, it is not always easy to decide which words to move or to decide to which position the words should be moved. Also, when you move a word you might need to change some other words, add some other words or cut some other words to ensure that the new sentence is grammatically correct.

c. Changing Grammar or Structure

Using Different Grammar is the third method most students try to use. It sounds very difficult to use different grammar, but actually it is easier than changing vocabulary. If you change the grammar and make an error, usually the reader will understand what you mean. However, if you change the vocabulary and make an error, often the reader will not understand what you mean.

Original: “Somewhere one very good map, there is a legend.”

Paraphrase:

1) *If a map was made well, there was a legend on it.*

2) *If a map is made well, you can find a legend on it.*

Although the sentence 1) has mistake with the tense (*passive in simple past*), but we still understand what the author means. Meanwhile, the sentence 2) is a good one, in both grammar and vocabulary. So although changing the grammar has some advantages, it is still not easy and you should practice it as often as possible. Here are two suggestions for how to change the grammar without making errors:

- a. Change some of the words in the original sentence into different parts of speech (you will often need to change the word order and some other words, too).

Original: “The most effective way to build your English skill is to study regularly.”

Paraphrase: *The most effective way of building your English skill is to do studying on a regular basis.*

- b. If the original sentence is in the active voice, change it to passive or vice versa.

Original: “To improve English, you should learn new vocabulary on a daily basis.”

Paraphrase: *To improve English, new vocabulary should be learned on a daily basis.*

In conclusion, there are two ways to change grammar: change parts of speech of words and change the voice of the original sentence.

d. Changing Order of Ideas

In paraphrasing, students may have to change the organization of ideas in the source material, (in order) to emphasize the points that are most related to their paper. But, they may make mistakes by keeping the same words or structure and as a result, they lapse into plagiarism.

